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ABSTRACT

Designed for ninth grade disadvantaged and educable mentally handicapped students for occupational orientation and exploration, this revised curriculum guide consists of eight sections, five of which incorporate simulation units to provide hands-on experience. The sections are: Orientation to the School; Orientation to Self in Relation to the World of Work; Preparing for the World of Work; Job Clusters and the Restaurant Unit; Getting a Job and Assembly Work Unit; Money and Banking Unit; Motel and Transportation Units; and Consumer and Career Grocery Unit. Each section includes rationale, objectives, recommended teaching-learning evaluation strategies, and a list of resources. The simulation units contain specific suggestions for day-to-day activities; for example, in the restaurant unit, students discuss the requirements of a number of restaurant jobs, receive a visit from a local restaurant manager, practice duties required of restaurant personnel, visit a restaurant, discuss the field trip, and evaluate the unit. Student evaluation questionnaires (reactions to a field trip, opinions of various duties connected with a particular occupation) are included. (LMS)

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REVISED CURRICULUM FOR
THE VOCATIONAL EXPERIENCES
CLASSES

****

GRADE 9

****

HARDIN COUNTY BOARD OF EDUCATION

110 SOUTH MAIN STREET

ELIZABETHTOWN, KENTUCKY 42701

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JUNE, 1976

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OVERVIEW

The occupational work orientation and exploration program for educable and disadvantaged youth of the Hardin County Schools had its beginning in the 1971-1972 school year. The secondary schools involved in the original pilot program were East Hardin High School, located at Glendale, Kentucky and West Hardin High School, located at Stephensburg, Kentucky. During the first year of the pilot program, James Owensby, the instructor provided the initial ninth grade program.

For the school year 1972-73, the preoccupational program was in the three secondary schools serving the Hardin County System. The original two pilot schools offered both the ninth and tenth grade programs, while North Hardin High School offered only the first year program. In total, all three high school centers served approximately 60 educable mentally handicapped students.

OVERVIEW

During the 1973-74 school year, the Hardin County Board of Education continued the present ninth and tenth grade program in all three secondary schools and began to develop a pilot program for educable students at West Hardin High School in grades 11 and 12.

Students enrolled in the eleventh and twelfth grade programs have had the option of enrolling in a vocational experience curriculum leading to a high school diploma. The following table illustrates this curriculum.

TABLE ONE
VOCATIONAL EXPERIENCE CURRICULUM

Ninth Grade	
Elective	1 unit
Vocational Experience I	1 unit
Health and Physical Education	1 unit
English	1 unit
Math 9	1 unit
TOTAL	5 units
Tenth Grade	
Elective	1 unit
Vocational Experience II	1 unit
General Science	1 unit
Math 10	1 unit
English	1 unit
TOTAL	5 units

OVERVIEW

Eleventh Grade	
Vocational Education With The Component of On-The-Job Training	2 units
Phase Elective History	1 unit
Phase Elective English	1 unit
Science Elective	1 unit
TOTAL	5 units
Twelfth Grade	
Social Studies Elective	1 unit
Elective	1 unit
Co-op Vocational Experience	2.5 units
TOTAL	4.5 units
GRAND TOTAL	19.5 units

During the eleventh grade of school, students were scheduled into a three hour block of time. The first nine weeks of the program consisted of all students enrolling in an exploratory course pertaining to the ten occupational stations available to them through the on-the-job training program. The instructor of the course served as the teacher-coordinator of the program.

OVERVIEW

The last three remaining quarters consisted of all students receiving on-the-job training in jobs selected from the ten occupational stations. Students received one hour of classroom instruction each day during the remaining twenty-seven weeks. In addition, each student received one hour of on-the-job training each day of the twenty-seven weeks. Students did not begin their on-the-job training program until the teacher-coordinator and the job supervisors felt that the student was ready for the experience. Thus, some students were not able to complete twenty-seven weeks of training. At the end of the eleventh grade experience, the students selected the one job that they wished to do in the twelfth grade co-op program.

During the 1974-75 school year, the Hardin County Board of Education continued the present program of studies and implemented the cooperative component in the twelfth grade at West Hardin High School.

OVERVIEW

On July 1 of 1975, the Hardin County Board of Education received a $29,902 grant from the Office of Health, Education and Welfare. The project was entitled, "A Research Project for Expanding the Present Vocational Experience Curriculum." As one of the goals of this project the staff has endeavored to revise the ninth grade vocational experiences curriculum.

OVERVIEW

The revised curriculum incorporated new teaching strategies developed by the Curriculum Development Center for Kentucky. In June of 1974, this curriculum center issued its "Orientation to the World of Work" series. These units were designed for special vocational education teachers. There were ten units in the series:

1. Introduction - Orientation to the World of Work
2. Occupational Safety
3. Learning About Jobs
4. Getting a Job
5. How to Keep a Job
6. Personal Development
7. Self-Appraisal for Employment
8. The Role of Work in Our Society
9. Taxes Affecting the Worker
10. Handling Your Paycheck

OVERVIEW

In developing the revised curriculum, the authors designed a number of additional simulation and reality testing experiences to enrich the instructional program. This concept was given the name, technical simulation unit. The goals of these new units were to provide hands-on experiences of existing work stations at the 11th and 12th grade levels. After careful examination of possible simulation units and a review of job placement situations, the professional staff developed the following six simulation units:

1. Restaurant Unit
2. Assembly Work Unit
3. Money and Banking Unit
4. Motel Unit
5. Transportation Unit
6. Consumer and Grocery Unit

The basic framework for the implementation of the technical simulation units has been twice weekly presentations covering a period of one month for each simulation experience. Every effort was made to develop appropriate material for the revised vocational experience curriculum which was compatible with the simulation units.

OVERVIEW

The final curriculum consisted of eight sections which integrated technical simulation units with the existing materials created by the Curriculum Development Center for Kentucky.. The sections covered by this curriculum guide include the following:

Section I . . . . . .Orientation to the School

Section II. . . . . Orientation to Self in Relation to the World of Work

Section III . . . . . .Preparing for the World of Work

Section IV. . . . . Job Clusters and The Restaurant Unit

Section V . . . . . Getting a Job and Assembly Work Unit

Section VI. . . . . .Money and Banking Unit

Section VII . . . . . Motel and Transportation Units

Section VIII . . . . . Consumer and Career Grocery Unit

OVERVIEW

As a supplement to this curriculum, ten video tapes were produced. These included:

Adventures in Careers Part I: Restaurant Service
Adventures in Careers Part II: Industrial Awareness
Adventures in Careers Part III: Banking I - Credit
Adventures in Careers Part IV: Banking II - Checking and Savings
Adventures in Careers Part V: Insurance
Adventures in Careers Part VI: The Interview - The First Step
Adventures in Careers Part VII: Trucking
Adventures in Careers Part VIII: Sales Clerking
Adventures in Careers Part IX: Hospitality Services
Adventures in Careers Part X: Custodial Services

In developing this revised version of the ninth grade curriculum, special emphasis was placed on developing a program design which stresses community involvement. Thus, the entries in this curriculum do not require extensive outlays of revenue for implementation. Rather, the strategies stressed in this document employ materials and human resources available in the business community.

JUNE 9, 1976

PROCESS OBJECTIVES: (TOTAL CURRICULUM)

1. To provide an awareness, exploration and preparation program for the ninth grade student in terms of the world of work.

2. To provide a program that will help develop non-technical skills, habits, and attitudes which are necessary for successful and continued employment.

I. Orientation to the School

RATIONALE

Most educable and disadvantaged youth share the same frustration as other youth upon entering high school. However, these particular youth have even more frustration because of their difficulty with the school in terms of educational achievement. Therefore, every effort must be made to reduce this frustration through an effective orientation program.

OBJECTIVES	TEACHING - LEARNING EVALUATION STRATEGIES	RESOURCES
1. The students will demonstrate their ability to follow a daily schedule 2. The students will discuss the basic roles of the counselor.	Developing Interests. The guidance counselor begins the orientation by providing the students with a tour of the school building. 1. Following the tour of the building, the students are divided into groups of two. Each group discusses the best way for finding their classrooms by drawing the routes on school maps. 2. The guidance counselor shows the slide presentation "Tomorrow's Sunrise." This slide show presents the role of the counselor in the Hardin County Schools. 3. Students then visit the guidance office for a brief orientation to the facilities	1. Local building guidance counselor. 2. Individual maps of the school. 3. "Tomorrow's Sunrise" - Slide Presentation on the Hardin County Guidance Program

II. Orientation to Self in Relation to the World of Work

RATIONALE

"A student must have a worthwhile and realistic opinion of himself/herself in order to achieve career goals. Often a student does not realize his/her full potential or limitations and sets his/her occupational goals either beneath or beyond what he/she is capable of attaining. Extremely high or low vocational goals are characteristic of many disadvantaged and handicapped students." (Self-Appraisal for Employment, p. 1, 1974)

Through the use of various instruments, the students are appraised in terms of achievement, career development, general interest and attitudes.

II. ORIENTATION TO SELF IN RELATION TO THE WORLD OF WORK

OBJECTIVES	TEACHING - LEARNING EVALUATION STRATEGIES	RESOURCES
The students will receive feedback concerning their attitudes, achievement, career development and general interests.	Self-Appraisal. Students are given the following test batteries: 1. Attitudes a. All students are given the Crew Survey. This inventory was developed by the project staff to measure attitudes toward career education and work. 2. Achievement a. All students are given the Wide Range Achievement Test - Level II. This achievement battery was designed to measure students' abilities in spelling, reading and mathematics. 3. Career Development a. All students are given The Career Maturity Inventory. This instrument was designed to measure attitudes and competences in terms of career development. 4. Interests a. All students are given the Picture Interest Inventory. This inventory assists each student in systematically appraising his/her interest. The inventory is essentially non-verbal.	1. CREW SURVEY. (Hardin County Board of Education, 1975) 2. Wide Range Achievement Test. (Guidance Associates of Delaware, 1965) 3. Career Maturity Inventory (California Test Bureau, 1973) 4. Picture Interest Inventory (California Test Bureau, 1958)

II. ORIENTATION TO SELF IN RELATION TO THE WORLD OF WORK

OBJECTIVES	TEACHING - LEARNING EVALUATION STRATEGIES	RESOURCES
1. The student will through critical analysis recognize, then list characteristics which are beneficial or detrimental to employment. 2. The student will outline a systematic approach for self-evaluation listing limitations and describing plans for self-improvement. ("Self-Appraisal for Employment, p. 3, 1974)	1. Developing Interests. The vocational experience teacher implements the lesson plans from "Self-Appraisal for Employment" in Orientation to the World of Work Series	1. "Self-Appraisal for Employment" in Orientation to the World of Work Series. (The Curriculum Development Center for Kentucky: Lexington, Kentucky, 1974)

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TEST BATTERY

1. The Crew Survey by Joseph Hollis, Kenneth Joy, Stephen Schnacke, B. Glenn Davis, Milton Pearson and Ernest Thro. (Hardin County Board of Education, Elizabethtown, Kentucky, 1975).

2. The Wide Range Achievement Test by J. F. Jastak and S. R. Jastak. (Guidance Associates of Delaware, Inc., Wilmington, Delaware, 1965)

3. Career Maturity Inventory by John O. Crites. (California Test Bureau) McGraw-Hill, Del Monte Research Park, Monterey, California, 1973)

4. Picture Interest Inventory by Kurt P. Weingarten. (California Test Bureau/ McGraw-Hill, Del Monte Research Park, Monterey, California, 1958)

SUMMARY SHEET FOR TEST DATA

NAME _____

ADDRESS _____

PHONE NUMBER _____

A. Wide Range Achievement Test - Date of Testing _____

1. Reading Score _____ Grade _____
   Standard Score _____ Percentile _____
2. Spelling Score _____ Grade _____
   Standard Score _____ Percentile _____
3. Arithmetic Score _____ Grade _____
   Standard Score _____ Percentile _____

B. Crew Survey - Date of Testing _____

Career Education and Work _____
General Education _____

C. The Career Maturity Inventory - Date of Testing _____

Attitude Scale _____

Competence Test
1. Self-Appraisal _____
2. Occupational Information _____
3. Goal Selection _____
4. Planning _____
5. Problem Solving _____

D. Picture Interest Inventory - Date of Testing _____

Fields of Interest Scales
1. Interpersonal Service _____
2. Natural _____
3. Mechanical _____
4. Business _____
5. Esthetic _____
6. Scientific _____

Supplemental Scales
Verbal _____
Computational _____
Time Perspective _____

III. Preparing for the World of Work

RATIONALE

"Most students today know very little about the world of work. This is especially true of the disadvantaged and handicapped students in secondary schools, and it is particularly true in relation to the area of knowledge and skills which pertain to getting a job." (Getting a Job, p. 1, 1974). In order to begin preparing students for the world of work, each student will visit two industrial settings where several jobs can be seen. The class will spend a period of one month learning about the jobs available in each setting, the jobs that each student could perform, and the social and environment requirements of the industrial plant.

OBJECTIVES	TEACHING - LEARNING EVALUATION STRATEGIES	RESOURCES
1. The student will identify the various jobs available at local community plants.	1. <u>Developing Interests</u>. Present sample products from local industrial plants. These samples should reflect the local industrial setting. In the case of Hardin County, these would include: A. Coca-Cola Cans and Bottles B. Automobile Fan Belts C. Automobile Fuses D. Communication Cable E. Pair of Dress Pants Students begin to identify the various industrial plants by matching sample products with the plant. A. Coca-Cola cans and bottles - Coca-Cola Bottling Company B. Automobile Fan Belts - Gates Rubber Co. C. Automobile Fuses - Bussman Manufacturing Division D. Communication Cable - Phelps Dodge Co. E. Pair of Dress Pants - E'town Sportswear	1. Sample products from local industrial plants. (These samples may be borrowe from local industry.)
2. The student will discuss the dress of the workers in each industrial setting.	2. <u>Developing Interest</u>. Invite a factory worker from a local industrial plant to make a presentation on safety factors and dress. In the case of Hardin County, contact such local plants as Gates Rubber Company and E'town Sportswear Company.	2. Invite factory workers from local plants.

OBJECTIVES	TEACHING - LEARNING EVALUATION STRATEGIES	RESOURCES
1. The student will exercise awareness and concern to accept the responsibility for good personal appearance. (Personal Development, p. 2, 1974)	1. Developing Interest. The vocational experience teacher implements the lesson plan on "Achieving and Maintaining a Good Physical Appearance: Caring for the Body." ("Personal Development" pp. 5-9, 1974)	1. "Personal Development" in Orientation to the World of Work Series (The Curriculum Development Center for Kentucky: Lexington, Kentucky, 1974)
	2. Contact a local hair stylist to provide lessons on grooming.	2. Invite local hair stylist for grooming lessons.
3. The student will evaluate the hazards connected with the jobs in the various settings.	3. Developing Interest. The students begin to develop a possible list of industrial plants for field trip visitation. In the case of Hardin County, this list could include: A. Coca-Cola Bottling Company, Elizabethtown, Kentucky (1) This firm bottles and cans all the products of the Coca-Cola Company for the local region. B. Gates Rubber Company, Elizabethtown, Kentucky (1) This firm manufactures automobile fan belts and hoses. C. Bussman Manufacturing Division, Elizabethtown, Kentucky (1) This firm makes home and automobile fuses. D. Phelps Dodge, Elizabethtown, Kentucky (1) This firm manufactures communication cable. E. Elizabethtown Ice Cream Company, Elizabethtown, Kentucky (1) This firm manufactures ice cream	3. The classroom teacher contacts local industry for possible field trip sites.

OBJECTIVES	TEACHING - LEARNING EVALUATION STRATEGIES	RESOURCES
	F. General Telephone, Elizabethtown, KY (1) This organization provides telephone service for the area. G. Elizabethtown Laudray and Dry Cleaning (1) This organization is one of the largest laundry and dry cleaning firms in the area. 1. Students begin preparation for the first field trip to the Coca-Cola Bottling Co. In order to set the stage for the field trip, the students develop questions and pool their information on the Coca-Cola Bottling Company. 2. Students then are asked to complete the Field Trip Questionnaire during the field trip. 3. Students take a field trip to the Coca-Cola Bottling Co. 4. Students begin their follow-up work by discussing the field trip questionnaire. 5. Additional activities for evaluation and follow-up: a. Students choose one phase of factory work that they could perform. This decision is developed in the following way: (1) Each student determines why he/she would like this work. (2) Each student determines his/her weak and strong points for performing this job.	

OBJECTIVES	TEACHING - LEARNING EVALUATION STRATEGIES	RESOURCES
	b. Students discuss the dress of the workers at the industrial setting. c. Students evaluate the hazards connected with the jobs in the various settings.	

FIELD TRIP QUESTIONNAIRE

ANSWER EACH QUESTION COMPLETELY AND TURN IN TO YOUR TEACHER AT THE END OF THE FIELD TRIP.

1. NAME OF BUSINESS OR INDUSTRY _____

2. NAME OF MANAGER OR PRESIDENT _____

3. WHAT DOES THE BUSINESS OR INDUSTRY DO OR PRODUCE? _____

4. HOW MANY PEOPLE WORK IN THE BUSINESS OR INDUSTRY? _____

5. WHAT IS THE STARTING HOURLY WAGE FOR UNSKILLED LABOR? _____

6. WHAT FRINGE BENEFITS DOES THE BUSINESS OR INDUSTRY OFFER? CIRCLE ONE

A. RETIREMENT PLAN?	YES	NO	
B. GROUP MEDICAL INS?	YES	NO	
C. GROUP LIFE INS?	YES	NO	
D. WAGE COMPENSATION?	YES	NO	
E. PAID VACATION?	YES	NO	HOW MUCH _____
F. SICK LEAVE?	YES	NO	HOW MUCH _____

7. DO THE WORKERS HAVE A UNION? _____

8. HOW DO YOU JOIN? _____

9. HOW MUCH DOES IT COST TO JOIN THE UNION? _____

10. DOES THE INDUSTRY HAVE A SAFETY PROGRAM? DESCRIBE _____

_____

_____

11. WHAT IS THE BUSINESS OR INDUSTRY DOING TO CONSERVE ENERGY AND MATERIAL?

DESCRIBE _____

_____

12. LIST FIVE JOBS THAT YOU SEE BEING DONE.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

NAME AND DESCRIBE THE ONE JOB THAT YOU LIKED THE BEST.

_____

_____

_____

IV. JOB CLUSTERS AND THE RESTAURANT UNIT

RATIONALE

In beginning their study of careers, students need to become aware of the fifteen job clusters available in the United States. By using their previous learnings from the self-appraisal unit, students will select tentative job areas from the various job clusters. In addition, each student will be given an introduction to restaurant work through the implementation of the first technical simulation unit.

IV. JOB CLUSTERS AND THE RESTAURANT UNIT

OBJECTIVES	TEACHING - LEARNING EVALUATION STRATEGIES	RESOURCES
The students will investigate job clusters in relationship to their own self-appraisal.	The vocational experience teacher begins implementing the lesson plans from "Learning About Job Clusters". (1) Job Opportunities in Our Community - Leads to Job Opportunities-pp. 9-10 (a) Learning Packet No. 5-pp. 93-99 (2) Information About Jobs in our Community Name of Occupation - pp. 11-17 (a) Learning Packet No. 1 - pp. 54-64 (b) Learning Packet No. 2 - pp. 65-75 (c) Learning Packet No. 3 - pp. 76-84 (d) Learning Packet No. 4 - pp. 85-92 (3) Students classify various jobs into different job clusters.	1. "Learning About Job Clusters" in Orientation to the World of Work Series (The Curriculum Development Center for Kentucky: Lexington, KY, 1974)
1. The students will analyze the job requirements and employer expectations of the restaurant jobs on the basis of their self-appraisal. 2. The student will master the requirements and skills necessary to complete the restaurant simulation unit.	1. Technical Simulation Unit for Restaurant Unit. a. Day One-General Orientation and Discussion of Simulation Unit. (1) Students need to become aware of the requirements of the following restaurant jobs: (a) waitress/waiter (b) bus person (c) dishwasher (d) cashier (e) short order cook (f) hostess/host (g) chef (h) restaurant manager	1. Obtain from a local restaurant four complete table settings, sample order blanks, menus and a dish cart. 2. Local resource person demonstrates table setting.

OBJECTIVES	TEACHING - LEARNING EVALUATION STRATEGIES	RESOURCES
	b. Day Two-A resource person is obtained from a local restaurant. In the case of Hardin County, Mrs. Dixie Carpenter from the Windmill Restaurant has agreed to serve as resource leader. (1) The local resource person will demonstrate table setting procedures and discuss requirements for the various jobs at the local restaurant. c. Days Three, Four and Five - Practice Reinforcement and Discussion. (1) Students will complete simulations on: (a) table setting (b) cleaning the table with a dish cart (c) taking food orders from customers (d) adding up the customer's bill d. Day Six-Preparation for Field Trip. (1) Students prepare for the field trip to the restaurant by reviewing the various jobs discussed. In addition, each student identifies the jobs he/she is interested in. e. Day Seven-Field Trip to the Restaurant (1) Students have lunch at the restaurant	

OBJECTIVES	TEACHING - LEARNING EVALUATION STRATEGIES	RESOURCES
	f. Day Eight-Discussion of Field Trip and Evaluation (1) Each student compares these new learnings with previous learnings. (2) Students evaluate their job choices pertaining to the restaurant unit in light of their field trip. (3) Students complete the restaurant unit evaluation survey.	

RESTAURANT UNIT SURVEY
FOR STUDENT EVALUATION

Directions: React to each item by rating it in terms of how you feel.

SUMMARY DATA:

NAME OF STUDENT _____ DATE _____

ITEM QUESTION	RATING BEST TO LEAST	REMARKS
1. Helping other restaurant workers.	5 4 3 2 1	
2. Removing trash from the restaurant.	5 4 3 2 1	
3. Washing dishes.	5 4 3 2 1	
4. Carrying food from the kitchen to the table.	5 4 3 2 1	
5. Ordering from a restaurant menu.	5 4 3 2 1	
6. Being proud of my restaurant job.	5 4 3 2 1	
7. Adding up the bill for the customer.	5 4 3 2 1	
8. Talking to customers.	5 4 3 2 1	
9. Cleaning the restaurant.	5 4 3 2 1	
10. Making change at the cash register.	5 4 3 2 1	
11. Taking orders from the restaurant boss.	5 4 3 2 1	
12. Working in a restaurant kitchen.	5 4 3 2 1	
13. Setting a table for customers.	5 4 3 2 1	

ITEM QUESTION	RATING BEST TO LEAST	REMARKS
14. Going on a field trip to a restaurant.	5 4 3 2 1	
15. Cleaning dishes from the table.	5 4 3 2 1	
16. Taking a food order from a customer.	5 4 3 2 1	
17. Eating in a restaurant.	5 4 3 2 1	
18. Loading and unloading restaurant supplies.	5 4 3 2 1	
19. Receiving a "tip" from a customer.	5 4 3 2 1	
20. Working in a restaurant.	5 4 3 2 1	

1. TOTAL RAW SCORE _____

2. MEAN SCORE (Divide Raw Score by 20) _____

V. GETTING A JOB AND ASSEMBLY WORK UNIT

RATIONALE

"Most students today know very little about the world of work. This is especially true of the disadvantaged and handicapped students in secondary schools, and it is particularly true in relation to the area of knowledge and skills which pertain to getting a job. Even though these students may possess the skills necessary for a job, or even learn the job skills required, it is a well-known fact that seventy-five percent of all applicants are "screened out" by employment application forms alone. With such students not possessing the ability to properly complete such a paper, they would invariably be among the seventy-five percent screened out." (Getting a Job, p. 1, 1974)

In addition, youth seeking jobs on the open market need to have an introduction to assembly type jobs. Thus, through simulation, the student is able to receive hands-on experiences in the work a day world.

V. [illegible] A JOB AND ASSEMBLY WORK UNIT

OBJECTIVES	TEACHING - LEARNING EVALUATION STRATEGIES	RESOURCES
1. The student will determine possibilities for employment within the county.	1. The students research want ads in the local newspaper. In the case of Hardin County, the instructor can obtain free copies of the Hardin County News-Enterprise. This exercise should be conducted in small groups with a report being made by each group. In researching the want ads, the students develop lists containing the available jobs.	1. Copies of local newspapers.
2. The student will identify sources of assistance for employment placement.	2. Using the basic job list developed during the first exercise, the students discuss the requirements and duties for each job.	
	3. Using transparencies, the teacher develops a discussion pertaining to the various job placement services available in the school and community.	
	4. The teacher could invite a guest resource leader from the state employment bureau.	4. Local resource personnel from the state employment bureau.
	a. This resource leader will provide information pertaining to the services of the local state employment agency.	
	5. Students can gain valuable practice on the use of the telephone book by looking up various occupations in the yellow pages.	5. 15 copies of the local telephone directory.

V. GETTING A JOB AND ASSEMBLY WORK UNIT

OBJECTIVES	TEACHING - LEARNING EVALUATION STRATEGIES	RESOURCES
1. The students will analyze the job requirements and employer expectations of the assembly work jobs on the basis of their self-appraisal.	1. In order to prepare students for assembly type work, the vocational experience teacher begins preparation for a field trip to a local industrial plant. In the case of Hardin County, the Bussman Manufacturing Division will be used for plant visitation. a. The Bussman Company makes home and automobile fuses.	1. Local industrial plant is contacted for visitation.
2. The student will master the requirements and skills necessary to complete the assembly work unit.	2. Students begin preparation for the field trip to the Bussman Company. In order to set the stage for the field trip, the students develop questions and pool their information on the company. 3. Students then are asked to complete the Field Trip Questionnaire. 4. Students take a field trip to the Bussman Company. 5. Students begin their follow-up work by discussing the field trip questionnaire. 6. Additional activities for evaluation and follow-up: a. Students choose one phase of factory work that they could perform. This decision is developed in the following way: (1) Each student determines why he/she would like this work. (2) Each student determines his/her weak and strong points for performing this job.	

OBJECTIVES	TEACHING - LEARNING EVALUATION STRATEGIES	RESOURCES
	b. Students discuss the dress of the workers at the industrial setting. c. Students evaluate the hazards connected with the jobs in the various settings.	
	7. Technical Simulation Unit for Assembly Work Unit. a. Students will practice assembly line skills in two ways. These include: (1) Assembling toys for a local department store. In the case of Hardin County, the Big "K" Department Store has agreed to participate. (2) Assembling hot pads made of yarn. b. Day One - General Orientation and Discussion of Simulation Unit. (1) Students need to become aware of the basic hand tools necessary to complete the assembly work unit pertaining to the toys (2) Students need to become aware of the proper and safe use of these hand tools. (3) Students should identify the proper dress needed for assembly work.	7. Local department store furnishes unassembled toys.

OBJECTIVES	TEACHING - LEARNING EVALUATION STRATEGIES	RESOURCES
	c. Day Two - Resource Leader from the World of Work (1) Local department store furnishes resource leader. (a) The local resource leader will demonstrate assembly procedures for putting together these toys. d. Days Three, Four and Five - Practice, Reinforcement and Discussion (1) Students will practice assembling the toys demonstrated by the resource leader. e. Day Six - Preparation for Field Trip (1) Students prepare for the trip to the local department store by reviewing the skills learned in the simulation. In addition, students discuss the various jobs available at the department store. f. Day Seven - Field Trip to the Department Store g. Day Eight - Discussion of Field Trip and Evaluation	

V. GETTING A JOB AND ASSEMBLY WORK UNIT

OBJECTIVES	TEACHING - LEARNING EVALUATION STRATEGIES	RESOURCES
1. The students will list three job openings suitable to their interests and abilities and give the employer's name and address for each. (Getting a Job, p. 5, 1974)	1. The vocational experience teacher begins implementing the lesson plans from "Getting a Job". a. Getting Facts About Job Leads - pp. 24-46 (1) Student Materials No. 10-30 pp. 78-113)	1. "Getting a Job" in Orientation to the World of Work Series (The Curriculum Development Center for Kentucky: Lexington, Kentucky, 1974)
2. The student will demonstrate, in simulated situations, his/her ability to complete the follow-up steps in obtaining employment in accordance with employer standards in the community. (Getting a Job, p. 5, 1974)		

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STUDENT EVALUATION FORM

DIRECTIONS: React to each item by rating it in terms of how you feel.

ASSEMBLY WORK SURVEY

NAME _____

SCHOOL _____

STATEMENT	RATING BEST TO LEAST	REMARKS
1. Working with large objects.	5 4 3 2 1	
2. Meeting a production schedule.	5 4 3 2 1	
3. Being on shift work.	5 4 3 2 1	
4. Following safety rules.	5 4 3 2 1	
5. Putting in eight hours a day on a job.	5 4 3 2 1	
6. Working with tools.	5 4 3 2 1	
7. Following direction sheets.	5 4 3 2 1	
8. Taking directions from a supervisor.	5 4 3 2 1	
9. Putting toys together.	5 4 3 2 1	
10. Taking a field trip to a factory.	5 4 3 2 1	
11. Working with my hands.	5 4 3 2 1	
12. Operating machinery.	5 4 3 2 1	

STATEMENT	RATING BEST TO LEAST	REMARKS
13. Working with small objects.	5 4 3 2 1	
14. Joining a union.	5 4 3 2 1	
15. Putting objects together.	5 4 3 2 1	
16. Working with things.	5 4 3 2 1	
17. Being employed on an assembly line.	5 4 3 2 1	
18. Working with others in a factory.	5 4 3 2 1	
19. Telling people about a factory job.	5 4 3 2 1	
20. Working in a factory.	5 4 3 2 1	

1. TOTAL RAW SCORE _____

2. MEAN SCORE (Divide Raw Score by 20) _____

FIELD TRIP QUESTIONNAIRE

ANSWER EACH QUESTION COMPLETELY AND TURN IN TO YOUR TEACHER AT THE END OF THE FIELD TRIP.

1. NAME OF BUSINESS OR INDUSTRY _____

2. NAME OF MANAGER OR PRESIDENT _____

3. WHAT DOES THE BUSINESS OR INDUSTRY DO OR PRODUCE?_____

4. HOW MANY PEOPLE WORK IN THE BUSINESS OR INDUSTRY?_____

5. WHAT IS THE STARTING HOURLY WAGE FOR UNSKILLED LABOR? _____

6. WHAT FRINGE BENEFITS DOES THE BUSINESS OR INDUSTRY OFFER? CIRCLE ONE

A.	RETIREMENT PLAN?	YES	NO	
B.	GROUP MEDICAL INS?	YES	NO	
C.	GROUP LIFE INS?	YES	NO	
D.	WAGE COMPENSATION?	YES	NO	
E.	PAID VACATION?	YES	NO	HOW MUCH _____
F.	SICK LEAVE?	YES	NO	HOW MUCH _____

7. DO THE WORKERS HAVE A UNION? _____

8. HOW DO YOU JOIN? _____

9. HOW MUCH DOES IT COST TO JOIN THE UNION? _____

10. DOES THE INDUSTRY HAVE A SAFETY PROGRAM? DESCRIBE _____

_____

_____

11. WHAT IS THE BUSINESS OR INDUSTRY DOING TO CONSERVE ENERGY AND MATERIAL?

DESCRIBE _____

_____

12. LIST FIVE JOBS THAT YOU SEE BEING DONE.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

NAME AND DESCRIBE THE ONE JOB THAT YOU LIKED THE BEST.

_____

_____

_____

VI. MONEY AND BANKING UNIT

RATIONALE

"Many disadvantaged and handicapped learners do not understand earnings and deductions and, as a result, quit their jobs because they think their employers are cheating them. Others overextend credit and suffer garnishment of wages or repossession of purchased products. Employers dislike having credit risks on their payroll and look in disfavor at hiring one who has a past record of poor money management. These kinds of embarrassment and distrust can be avoided if proper education in wage earning, budgeting, and wise use of credit is obtained." (Handling Your Paycheck, p. 1, 1974).

VI. MONEY AND BANKING UNIT

OBJECTIVES	TEACHING - LEARNING EVALUATION STRATEGIES	RESOURCES
1. The student will understand how to open a checking account. 2. The student will understand how to maintain a checkbook. 3. The student will learn how to open a savings account. 4. The student will understand how to maintain a savings account. 5. The student will learn how to apply for a loan. 6. The student will understand the requirements and skills necessary to complete the money and banking unit.	1. <u>Preparing for the Money and Banking Unit</u> a. In order to prepare students for this unit, the vocational experience teacher has the students play the games, "Pay Day" and "Monopoly". b. Students are then asked to develop questions pertaining to the problems encountered in playing the two games. c. From these questions, the teacher develops information pertaining to such terms as: (1) Credit Cards (2) Bank Checks (3) Savings Accounts (4) Bank Loans (5) Insurance 2. <u>Technical Simulation Unit for Money and Banking</u> a. Day One - General Orientation and Discussion of Simulation Unit (1) Students become aware of such materials as credit cards, checkbooks and savings books. b. Day Two - Resource Leader from a local bank discusses money and banking with the students. c. Days Three and Four - Students practice writing bank checks. d. Days Five and Six - Students work with credit cards and their use. (1) Master Charge or Bank Americard printers, sample materials and speciman cards may be borrowed from local banks.	b. Resource leader from a local bank. 1. Credit card materials may be borrowed from local banks.

OBJECTIVES	TEACHING - LEARNING EVALUATION STRATEGIES	RESOURCES
	e. Day Seven - Preparation for Field Trip (1) Students prepare for their field trip to a local bank by reviewing the skills learned during the unit work. f. Day Eight - Field Trip to local bank g. Day Nine - Discussion of Field Trip and Evaluation.	
1. The student will differentiate between gross and net pay. 2. The student will devise a plan to use money wisely through budgeting, banking, and use of credit. (Handling Your Paycheck, p. 2,1974)	a. The vocational experience teacher begins implementing the lesson plans from "Handling Your Paycheck". a. Interpreting a Paycheck-pp. 4-7 b. Plan to Use Money Wisely - pp. 8-16 (1) Resource Lists - pp. 17-23 (2) Student Materials - pp. 24-33 (3) Transparency Masters-pp. 34-36	1. "Handling Your Paycheck" in Orientation to the World of Work Series. (The Curriculum Development Center for Kentucky: Lexington, Kentucky, 1974)

STUDENT EVALUATION FORM

DIRECTIONS: React to each item by rating it in terms of how you feel

BANKING UNIT SURVEY

NAME _____

SCHOOL _____

STATEMENT	RATING BEST TO LEAST	REMARKS
1. Going to a bank.	5 4 3 2 1	
2. Opening a checking account.	5 4 3 2 1	
3. Applying for a bank loan.	5 4 3 2 1	
4. Writing a check.	5 4 3 2 1	
5. Talking to a trust officer.	5 4 3 2 1	
6. Applying for a finance company loan.	5 4 3 2 1	
7. Balancing your checkbook.	5 4 3 2 1	
8. Making a budget.	5 4 3 2 1	
9. Paying your bills on time.	5 4 3 2 1	
10. Having a good credit rating.	5 4 3 2 1	
11. Working in a bank.	5 4 3 2 1	
12. Using a charge card.	5 4 3 2 1	
13. Buying on credit.	5 4 3 2 1	

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STATEMENT	RATING BEST TO LEAST	REMARKS
14. Using a check as a receipt.	5 4 3 2 1	
15. Having a safety deposit box.	5 4 3 2 1	
16. Earning interest on a savings account.	5 4 3 2 1	
17. Using a gasoline credit card.	5 4 3 2 1	
18. Talking to a bank loan officer.	5 4 3 2 1	
19. Talking to a bank teller.	5 4 3 2 1	
20. Learning about banks.	5 4 3 2 1	

1. TOTAL RAW SCORE _____

2. MEAN SCORE (Divide Raw Score by 20) _____

VII. MOTEL AND TRANSPORTATION UNITS

RATIONALE

Many disadvantaged and handicapped students need to explore career opportunities in the hospitality and recreation cluster. Other youth need to examine the transportation cluster. Therefore, the thrusts of this unit will focus on these two critical areas.

VII. MOTEL AND TRANSPORTATION UNITS

OBJECTIVES	TEACHING - LEARNING EVALUATION STRATEGIES	RESOURCES
1. The student will understand the requirements and skills necessary to complete the motel unit.	1. Preparation for the Motel Unit a. In order to prepare students for this unit, the vocational experience teacher has the students examine brochures on motels in the region and state. b. Students are then asked to plan an overnight trip using the data from the brochures. c. Students then share their plans with each other. d. Later, students develop a list of jobs available at a typical motel.	1. Brochures from motels in the region and state.
2. The student will demonstrate, in simulation situations, his/her ability to complete the work requirements for the motel unit.	2. Technical Simulation Unit for Motel Unit a. Day One - General Orientation and Discussion of Simulation Unit. (1) Students become aware of such materials as credit cards, motel directories and typical jobs at motel. b. Day Two - Resource leaders from a local motel demonstrate housekeeping duties. c. Days Three, Four and Five (1) Students work with simulation equipment. (a) motel bed (b) cash register (c) registration forms for lodging	2. Borrow from local motel the following: a. Motel bed and linen b. cash register c. registration forms for lodging

VII. MOTEL AND TRANSPORTATION UNITS

OBJECTIVES	TEACHING - LEARNING EVALUATION STRATEGIES	RESOURCES
	d. Day Six - Preparation for Field Trip (1) Students prepare for their field trip to a local motel by reviewing the skills learned during the unit of work. e. Day Seven - Field trip to local motel and luncheon f. Day Eight - Discussion of field trip and evaluation.	
3. The student will understand the requirements and skills necessary to complete the transportation unit.	3. Preparation for the Transportation Unit a. In order to prepare students for this unit, the pupils construct a crayon mural pertaining to various transportation jobs. b. From the mural presentation students identify different transportation jobs. (1) Bus Driver (2) Truck Driver (3) Stewardess/Steward (4) Moving Van Driver (5) Ticket Agent	3. Resource leader from local moving van company.
4. The student will demonstrate through simulation the various aspects of truck driving.	4. Technical Simulation Unit for Transportation a. Day One - General Orientation and Discussion of Simulation Unit (1) Students become aware of such items as moving van equipment and the various types of trucks.	4. Borrow from local moving van company a dolly.

OBJECTIVES	TEACHING - LEARNING EVALUATION STRATEGIES	RESOURCES
	b. Day Two - Resource Leader from local moving and storage company demonstrates moving procedures. (1) Students receive hands on experiences with moving van equipment. c. Day Three and Four - Students have simulation experience using a moving van dolly. d. Day Five - Preparation for Field Trip (1) Students prepare for their field trip to local moving van company by reviewing the skills learned during the unit of work. e. Day Six - Field Trip to Local Storage Company f. Day Seven - Discussion of Field Trip and Evaluation.	

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MOTEL AND TRANSPORTATION UNITS

FOR STUDENT EVALUATION

DIRECTIONS: React to each item by rating it in terms of how you feel.

NAME OF STUDENT _____ DATE _____

ITEM QUESTION	RATING BEST TO LEAST	REMARKS
1. Staying in a motel.	5 4 3 2 1	
2. Taking a job in a motel.	5 4 3 2 1	
3. Working in a motel restaurant.	5 4 3 2 1	
4. Talking to motel customers.	5 4 3 2 1	
5. Working as a cleaning person in a motel.	5 4 3 2 1	
6. Working as a maintenance person in a motel.	5 4 3 2 1	
7. Working as a desk clerk in a motel.	5 4 3 2 1	
8. Working as a motel manager.	5 4 3 2 1	
9. Taking a field trip to a motel.	5 4 3 2 1	
10. Eating in a motel restaurant.	5 4 3 2 1	
11. Learning about motel jobs.	5 4 3 2 1	

STATEMENT	RATING BEST TO LEAST	REMARKS
12. Learning about the truck industry.	5 4 3 2 1	
13. Driving a local delivery truck.	5 4 3 2 1	
14. Driving a "long haul" truck.	5 4 3 2 1	
15. Learning about truck repairs and maintenance.	5 4 3 2 1	
16. Learning about driving safety.	5 4 3 2 1	
17. Learning about loading and unloading jobs.	5 4 3 2 1	
18. Going on field trips to trucking firms.	5 4 3 2 1	
19. Taking truck driver training.	5 4 3 2 1	
20. Working in a storage warehouse.	5 4 3 2 1	

1. TOTAL RAW SCORE _____

2. MEAN SCORE (Divide Raw Score by 20) _____

VIII. CONSUMER AND CAREER GROCERY UNIT

RATIONALE

All youth need to have a basic understanding of consumer buying practices. This unit focuses on the area of shopping for food. In addition, each student has the opportunity to explore possible job opportunities in the grocery area.

VIII. CONSUMER AND CAREER GROCERY UNIT

OBJECTIVES	TEACHING - LEARNING EVALUATION STRATEGIES	RESOURCES
1. The student will learn how to make a grocery shopping list.	1. Preparing for the Consumer and Career Grocery Unit. a. In order to prepare students for this unit, the vocational experience teacher has the students develop grocery lists using the four basic food groups. b. Using newspaper grocery ads and coupons, the students revise their grocery list in relation to price and value.	1. Local newspaper ads and coupons.
2. The student will demonstrate satisfactorily the use of newspaper grocery ads and coupons.	2. Technical Simulation Unit for Consumer and Career Grocery Unit a. Day One - General Orientation and Discussion of simulation Unit. (1) Students become aware of such materials as pocket food calculators, different package sizes, food grades, various brands, and the nutritional value of food products.	2. Obtain pocket food calculators and sample groceries from local grocery store.
3. The student will understand the basics of price and value comparison.	b. Day Two - Resource Leader from a local grocery discusses the possible job opportunities and marketing principles of the grocery store.	
4. The student will master the requirements and skills necessary to complete the grocery unit.	c. Days Three thru Six - Students role play the following: (1) Practice being grocery checkers (2) Practice being bag workers (3) Practice being stock workers	

OBJECTIVES	TEACHING - LEARNING EVALUATION STRATEGIES	RESOURCES
	d. Days Seven and Eight - Students will complete exercises on price and value comparison. e. Day Nine - Students prepare for field trip to a modern supermarket. f. Day Ten - Students take field trip. g. Day Eleven - Students discuss their field trip learnings.	

CONSUMER AND CAREER GROCERY UNIT

FOR STUDENT EVALUATION

DIRECTIONS: React to each item by rating it in terms of how you feel.

SUMMARY DATA:

NAME OF STUDENT _____ DATE _____

ITEM QUESTION	RATING BEST TO LEAST	REMARKS
1. Working in a grocery.	5 4 3 2 1	
2. Using a cash register.	5 4 3 2 1	
3. Stocking grocery shelves.	5 4 3 2 1	
4. Pricing grocery items.	5 4 3 2 1	
5. Working in the meat department.	5 4 3 2 1	
6. Working as a bag person.	5 4 3 2 1	
7. Working as a stock person.	5 4 3 2 1	
8. Preparing a grocery list.	5 4 3 2 1	
9. Reading the newspaper for grocery ads.	5 4 3 2 1	
10. Studying the four food groups.	5 4 3 2 1	
11. Shopping for food.	5 4 3 2 1	
12. Comparing food values.	5 4 3 2 1	

STATEMENT	RATING BEST TO LEAST	REMARKS
13. Making change.	5 4 3 2 1	
14. Working with customers.	5 4 3 2 1	
15. Taking a field trip to a grocery store.	5 4 3 2 1	
16. Cleaning a grocery store.	5 4 3 2 1	
17. Learning about different brand names.	5 4 3 2 1	
18. Learning about different food grades.	5 4 3 2 1	
19. Working as a grocery checker.	5 4 3 2 1	
20. Learning about grocery jobs.	5 4 3 2 1	

1. TOTAL RAW SCORE _____

2. MEAN SCORE (Divide Raw Score by 20) _____